

Moral Education: A Handbook for Teachers

Hall, Robert T.

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Moral Education A Handbook For Teachers

Louis Fillinger



Moral Education A Handbook For Teachers:

Moral Education Robert T. Hall,1979 **Moral Education** Robert Tom Hall,1979 Moral Education Robert Tom Hall,Moral Education Curriculum Development Project,National Endowment for the Humanities,1977 **Notes of lessons on moral subjects** Frederick William Hackwood,1883 Handbook of Moral and Character Education Larry Nucci,Tobias Krettenauer,2014-04-24 There is widespread agreement that schools should contribute to the moral development and character formation of their students In fact 80% of US states currently have mandates regarding character education However the pervasiveness of the support for moral and character education masks a high degree of controversy surrounding its meaning and methods The purpose of this handbook is to supplant the prevalent ideological rhetoric of the field with a comprehensive research oriented volume that both describes the extensive changes that have occurred over the last fifteen years and points forward to the future Now in its second edition this book includes the latest applications of developmental and cognitive psychology to moral and character education from preschool to college settings and much more

Civics and Moral Education ,2001 *The International Handbook of Teacher Ethos* Fritz Oser,Karin Heinrichs,Johannes Bauer,Terence Lovat,2021-08-05 This volume is the first handbook that brings together cutting edge international research on teacher ethos from a broad array of disciplines The main focus will be on research that illustrates current conceptualizations of ethos and its importance for acting effectively and responsibly in and out of the classroom Research will encompass updated empirical and philosophical work that points to the difference in learning when teaching is practised as a moral activity instead of a merely functional one Authors are among the world s foremost researchers whose work crosses over from moral education into psychology neuroscience sociology philosophy pedagogy and curriculum drawing on these various fields of research Today more than ever we understand that teachers like other professionals need more than subject matter expertise for acting responsibly and doing their best in their daily duties Doing so requires possessing a guiding system of professional ethics moral positioning goals norms and values in other words a professional ethos While the handbook concentrates on Western domains in the current era the work will extend to other cultures and times as well With this comprehensive range of perspectives the book will be attractive and useful for researchers on teachers and teaching as well as for teacher educators curriculum designers educational officials and last but not least anyone who is interested in what makes a good teacher This volume is also a tribute to Fritz Oser a leading scholar in research on ethos who sadly passed away during the compilation of this handbook *International Handbook of Teacher Education* John Loughran,Mary Lynn Hamilton,2016-05-04 The International Handbooks of Teacher Education cover major issues in the field through chapters that offer detailed literature reviews designed to help readers to understand the history issues and research developments across those topics most relevant to the field of teacher education from an international perspective This volume is divided into two sections The organisation and structure of teacher education and knowledge and practice of

teacher education The first section explores the complexities of teacher education including the critical components of preparing teachers for teaching and various aspects of teaching and teacher education that create tensions and strains The second examines the knowledge and practice of teacher education including the critical components of teachers professional knowledge the pedagogy of teacher education and their interrelationships and delves into what we know and why it matters in teacher education **Civics and Moral Education** ,2000 Teaching Character and Virtue in Schools James

Arthur,Kristján Kristjánsson,Tom Harrison,Wouter Sanderse,Daniel Wright,2016-07-15 Teaching Character and Virtue in Schools addresses the contemporary issues of quantification and measurement in educational settings The authors draw on the research of the Jubilee Centre at the University of Birmingham in order to investigate the concern that the conventional wisdom sound judgement and professional discretion of teachers is being diminished and control mistakenly given over to administrators policymakers and inspectors which in turn is negatively effecting pupils character development The books calls for subject competence to be complemented by practical wisdom and good character in teaching staff It posits that the constituent virtues of good character can be learned and taught that education is an intrinsically moral enterprise and that character education should be intentional organised and reflective The book draws on the Jubilee Centre s expertise in support of its claims and successfully integrates the fields of educational studies psychology sociology philosophy and theology in its examination of contemporary educational practices and their wider effect on society as a whole It offers sample lessons as well as a framework for character education in schools The book encourages the view that character education is about helping students grasp what is ethically important and how to act for the right reasons so that they can become more autonomous and reflective individuals within the framework of a democratic society Particularly interested readers will be educational leaders teachers those undertaking research in the field of education as well as policy analysts with a keen interest in developing the character and good sense of learners today **The Teacher's Handbook of**

Psychology James Sully,1886 Handbook of Psychology. Educational Psychology Irving B. Weiner,William M. Reynolds,Gloria E. Miller,2012-10-16 Psychology is of interest to academics from many fields as well as to the thousands of academic and clinical psychologists and general public who can t help but be interested in learning more about why humans think and behave as they do This award winning twelve volume reference covers every aspect of the ever fascinating discipline of psychology and represents the most current knowledge in the field This ten year revision now covers discoveries based in neuroscience clinical psychology s new interest in evidence based practice and mindfulness and new findings in social developmental and forensic psychology **Handbook of Classroom Management** Carolyn M. Evertson,Carol S. Weinstein,2013-10-31 Classroom management is a topic of enduring concern for teachers administrators and the public It consistently ranks as the first or second most serious educational problem in the eyes of the general public and beginning teachers consistently rank it as their most pressing concern during their early teaching years Management problems

continue to be a major cause of teacher burnout and job dissatisfaction. Strangely despite this enduring concern on the part of educators and the public few researchers have chosen to focus on classroom management or to identify themselves with this critical field. The Handbook of Classroom Management has four primary goals: 1 to clarify the term classroom management; 2 to demonstrate to scholars and practitioners that there is a distinct body of knowledge that directly addresses teachers' managerial tasks; 3 to bring together disparate lines of research and encourage conversations across different areas of inquiry; and 4 to promote a vigorous agenda for future research in this area. To this end 47 chapters have been organized into 10 sections, each chapter written by a recognized expert in that area. Cutting across the sections and chapters are the following themes: First, positive teacher-student relationships are seen as the very core of effective classroom management. Second, classroom management is viewed as a social and moral curriculum. Third, external reward and punishment strategies are not seen as optimal for promoting academic and social-emotional growth and self-regulated behavior. Fourth, to create orderly, productive environments, teachers must take into account student characteristics such as age, developmental level, race, ethnicity, cultural background, socioeconomic status, and ability. Like other research handbooks, the Handbook of Classroom Management provides an indispensable reference volume for scholars, teacher-educators, in-service practitioners, and the academic libraries serving these audiences. It is also appropriate for graduate courses wholly or partly devoted to the study of classroom management.

Moral Education Louis Fillinger, 1991. This book examines the nature of moral issues in education while attempting to provide both a clarification of the issues and suggestions as to what might be done in the social context. The job of the school is not to teach morals but provide students with appropriate ways to respond to moral issues and dilemmas. Suggestions are given for teaching strategies and quotations are given for discussion topics. The five chapters in the book include: 1. Clarifying the Nature of Moral Education; 2. Religion and Moral Education; 3. Moral Education: A Long Tradition; 4. Morality and the Education Profession; and 5. Moral Education and Recent Trends. The appendices offer: 1. Eleven Characteristics of Moral Problems and of Moral Disagreements; and 2. Criteria for Testing the Value of an Authoritative Opinion. A 73-item bibliography also is included. Suggestions are given for teaching strategies and quotations are given for discussion topics.

Moral Education Colin Wrings, 2006-02-14. Casual reference to moral education or the manner in which young people should be brought up to behave may provoke a range of responses depending on the context and the personalities and ideological perspectives of those present. In the past these responses sometimes included a Rousseauesque assertion of the inherent goodness of all human beings which only needed to be left to emerge uncorrupted and undistorted with the help of infinite loving kindness on the part of teachers, all with the patience of saints. More extreme versions of this view may have comprised vehement protest at the very idea of the state through its educational institutions concerning itself at all with such matters which were felt to be properly the province of the family or religious organisations, if not a matter of individual choice for young people themselves when they were grown up. Explicit proposals for moral

education were invariably at risk of being perceived as indoctrination or an abuse of children's rights of freedom and autonomous development. More frequently these days the response may be a succinct list of the speaker's own choice moral prescriptions, an assertion that these need to be inculcated in a clear and unequivocal way to all young people of whatever age, inclination or social experience, and often enough a statement of the sanctions to be applied to those who do not or will not conform.

Handbook of American Private Schools, 1919 **Notes of Lessons on Moral Subjects** Frederick William Hackwood, 2016-10-20. Excerpt from *Notes of Lessons on Moral Subjects: A Handbook for Teachers in Elementary Schools*. This should be among the first series of Lessons. Honesty is here only understood in its limited sense of respecting the right ownership of property. About the Publisher: Forgotten Books publishes hundreds of thousands of rare and classic books. Find more at www.forgottenbooks.com. This book is a reproduction of an important historical work. Forgotten Books uses state-of-the-art technology to digitally reconstruct the work, preserving the original format whilst repairing imperfections present in the aged copy. In rare cases, an imperfection in the original, such as a blemish or missing page, may be replicated in our edition. We do, however, repair the vast majority of imperfections successfully; any imperfections that remain are intentionally left to preserve the state of such historical works.

The SAGE Handbook of Research on Teacher Education D. Jean Clandinin, Jukka Husu, 2017-06-14. The SAGE Handbook of Research on Teacher Education offers an ambitious and international overview of the current landscape of teacher education research as well as the imagined futures. The two volumes are divided into sub-sections: Section One: Mapping the Landscape of Teacher Education; Section Two: Learning Teacher Identity in Teacher Education; Section Three: Learning Teacher Agency in Teacher Education; Section Four: Learning Moral/Ethical Responsibilities of Teaching in Teacher Education; Section Five: Learning to Negotiate Social, Political, and Cultural Responsibilities of Teaching in Teacher Education; Section Six: Learning through Pedagogies in Teacher Education; Section Seven: Learning the Contents of Teaching in Teacher Education; Section Eight: Learning Professional Competencies in Teacher Education and throughout the Career; Section Nine: Learning with and from Assessments in Teacher Education; Section Ten: The Education and Learning of Teacher Educators; Section Eleven: The Evolving Social and Political Contexts of Teacher Education; Section Twelve: A Reflective Turn. This handbook is a landmark collection for all those interested in current research in teacher education and the possibilities for how research can influence future teacher education practices and policies.

Teachers' Professional Ethics Kirsi Tirri, Elina Kuusisto, 2022-09-12. Now available in Open Access thanks to the support of the University of Helsinki. Teachers' Professional Ethics: Theoretical Frameworks and Empirical Research from Finland is intended for international readers in education who want to learn the theoretical frameworks that guide teachers' ethics and that help them address concrete challenges in their everyday work. Scholars and teachers from different countries can use this book to widen their understanding of the Finnish educational system and teacher ethics. The authors provide examples of concrete moral dilemmas in teaching that can be more effectively navigated.

with the rational principles and guidelines that philosophies of different ethical frameworks can provide They argue that teachers require ethical skills especially ethical sensitivity in order to select the most beneficial course of action concerning diverse students in inclusive education They should be purposeful in their profession to develop the motivation and resilience to continue their demanding but fulfilling work with long term goals Moreover they should acknowledge their implicit beliefs and possible stereotypes to be able to provide equal learning opportunities to their students and to build democratic moral communities in their schools In this book ethical sensitivity purposeful teaching and incremental beliefs concerning learning are seen as important prerequisites for teachers professional ethics We discuss these aspects with examples from our empirical studies in Finnish schools **Teachers Without Borders?** Alyssa Hadley Dunn,2013

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